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The function of education in preparing leaders in the democratic movement taking hold of the world is the common thread running through the discussion of educational problems. The diversity of topics, however, under which one must seek this idea, is indicated by the chapter headings "The Philosophy of Peace," "Harmonizing Vocational and Cultural Education," "Functions of the Graduate School of Education," "The Reorganization of Education," and "Educational Welfare Get-Together Clubs."

It seems hardly worth while to review the book in greater detail. Part II is made up largely of familiar comparisons, as between autocracy and democracy, with the customary appeals to the people of America to make a just appraisal of the conditions confronting them.

Part III contains the complete text of President Wilson's Fourteen Points, together with that of the revised covenant of the League of Nations. Dr. Luckey's philosophy leads him whole-heartedly to support the proposed covenant with arguments which are now quite familiar to all. It is unnecessary to restate them.

The book is not a significant contribution to the field of educational literature, but will be read with interest by those who know Dr. Luckey as a friend or teacher.

Survey of natural science in Great Britain.—The Great War revealed many weaknesses in the educational scheme both in this country and abroad. Not long after its beginning Great Britain realized, to her discomfiture, that she had failed to train technicians and scientists in sufficient numbers to meet her pressing needs. A bulletin¹ giving the complete report of the "Committee Appointed by the Prime Minister to Inquire into the Position of Natural Sciences in the Educational System of Great Britain" sets forth a program according to which it is hoped to make natural science a factor of equal importance with the classics or social sciences. That the report is from the hands of able men is evidenced by the fact that the committee is headed by Sir J. J. Thompson.

It is evident that, with respect to the teaching of science, educational thought, both in this country and Great Britain, is developing in the same general direction. The problems are quite alike. Nature-study has failed to make its success apparent largely from the want of properly trained teachers. In the higher forms the science work has been too formal and limited. Entrance examinations have been disturbing factors. Nevertheless, the need is apparent, and the report is replete with valuable suggestions and observations. According to it, not only is science to develop specialists, but it is to become a possession of all the people. "We are concerned with the education of the citizen, with the diffusion of scientific conceptions and habit of mind their study induces among the general mass of the educated people" (p. 22).

¹ Report of Committee on "Natural Science Teaching in Great Britain," *Bureau of Education Bulletin No. 63, 1919*. Washington: Department of the Interior. Pp. 106.

This aim is growing in the minds of educational leaders in the United States. The report is valuable reading and should be in the hands of school administrators and teachers of science.

Exercise book for locational geography.—The need of a better mastery of the geography of locations has been demonstrated by some of the recent standardized map tests. An exercise book¹ designed to reinforce the learning of locations has now appeared. This book gives a large number of outline maps arranged so that sheets of tracing paper may be conveniently placed over them. By tracing the maps and marking locations, the ordinary visual imagery is supplemented by a motor imagery and the learning process becomes more effective. Carefully worked out exercises are included for use with the maps. The device is rather ingenious, and it should prove very useful for supplementary work. The exercise book may be applied to courses in either geography or history.

A handbook for the director of amateur dramatics.—The demand created by the appearance of a book on dramatics published in 1919 has prompted the recent issue of an enlarged and revised edition. The author has added material in various forms and has brought the book² up to date with complete corrections as far as possible.

In the first part of the book the author gives definite instruction and valuable suggestions covering the selection of a play, acting, coaching, and staging. One finds discussion of such topics as the theater as an educational institution, the one-act play, high-school dramatics, details of coaching, and materials for production. Detailed and concise directions on coaching and producing are given in numbered order. While not exhaustive in its treatment of the various topics, the book directs the reader to more detailed discussions of the questions, with the result that it serves admirably as a guide to students of amateur dramatics.

The second part of the book, consisting of sixty pages, is a directory of useful information on dramatics. There are lists of plays by grades, for special occasions, on special subjects, for male and female characters, and for study and scene work. It gives the addresses of play publishers, of costumers, and of firms furnishing scenery and general supplies. A rather full bibliography adds to the value of the book.

The book's chief field of usefulness will be found among the smaller high schools and graded schools throughout the country. It was to improve and

¹ WALLACE W. ATWOOD, NELLIE B. ALLEN, and EDWARD K. ROBINSON, *Practical Map Exercises in Geography and History, Western Hemisphere*. Boston: Ginn & Co., 1920. Pp. 32. \$0.56.

² GERTRUDE E. JOHNSON, *Choosing a Play*. New York: Century Co., 1920. Pp. xii+177. \$1.35.